

## DESE MoPTA for Students-Parents

### New Questions – 9/28/15

#### Specific to Task 2:

**Q: Is the rubric/scoring guide used for scoring the students on their final assessment that I administer?**

*A: Task 2 focuses on an assessment used to evaluate the learning of your students based on the lesson you have taught. The rubric/scoring guide is the document that you will use to evaluate this assessment. In this task, you are creating an assessment tool to meet the needs of your students and the learning goal(s) of your lesson. This document needs to be sharable with your students.*

**Q: In reference to ETS Textbox 2.1.2, I have a final assessment on the last day of my lesson (Day 3) that I want the students to take, but I also have assessments during the progress of my 3 day lesson in which I use groupings and technology. Can I refer to those assessments in the prompt or does it have to refer to the final assessment only?**

*A: The activities, groupings, materials, and technology are those used DURING the assessment that is the focus of your Task 2 response. It is not what you used in lessons or formative assessments that led up to this point, but what is used DURING the actual assessment that is the focus of this task.*

**Q: It says to make modifications to the assessment for 2 focus students (Textbox 2.2.2 and 2.2.3). Do I actually give/administer the modified assessment to the focus students since my lesson will be over by then?**

*A: In 2.1.3, you are to take the assessment that you have created/chosen for the whole class to assess your lesson's goal(s) and modify it for each of the two Focus Students that you have chosen/described (based on the learning needs of each student). Then you are to administer those modified assessments and collect, analyze and record the data produced. In textbox 2.2.3, this task is asking you to now think (analyze) about the overall progress that the focus students were able to demonstrate in these modified assessments that you just gave. So, yes, you DO administer the modified assessments to your two focus students to assess their understanding and achievement of the lesson's goals.*

**Q: In reference to Task 2, 2.2.1, what kind of artifact should be used for the baseline data?**

*A: In 2.2.1 this activity states that you are to administer the assessment, collect, record and analyze the data and compare it to the baseline data to determine student growth. The artifact for this textbox is of the graphic representation of this collected data from the assessment. But, there is no reason not to include both data sources on your graphic representation to show student growth. (Remember, you do have a baseline artifact from 2.1.1 of your baseline data.) Whatever you decide to use (for example, a pie chart, a table, or some sort of spread sheet), this graphic representation should be constructed so that it is easily understandable and that you can share with your class to help them understand their progress toward the lesson's learning goal(s).*

**Q: If we do not obtain permission slips from every student in the class, are we still allowed to use their scores on pre and post-test graphics?**

*A: All scores should be represented in your pre and post test graphics. Since no last names are to be included, there is no need for permission forms to be submitted. Please use only first names, or refer to them as Student A, Student B, etc.*

**Q: What type of assessment do you expect for reading/literacy in task 2? Do you want comprehension, grammar, spelling, fluency, etc?**

*A: The assessment that you choose has to be able to evaluate the lesson's goal(s) that you have established. So, whatever lesson focus you have should dictate the type of assessment that you will be choosing to use. Make sure that the lesson that you choose to highlight and then assess for Task 2 is robust enough to produce the data that you need to do a thorough analysis and reflection.*

**Q: "Evidence" is often used as a synonym for "assessment data," right?**

*A: Based on the MoPTA Glossary, provided for your use, you will find the definition of 'Evidence' as any information produced and submitted by a teacher candidate or by a student that documents the teacher candidate's teaching performance and can be linked to the Missouri Teacher Standards and Quality Indicators. Evidence should be included in the written commentary and artifacts, including the video.*

**Q: How is the “data-collection” method different than the “assessment?”**

*A: Based on the MoPTA Glossary, provided for your use, you will find the definition of data collection as a method of gathering data that will allow the teacher candidate to analyze student progress and then plan for future instruction. So, task 2 is asking you to talk about that method you used in order to acquire data of the students’ learning. In 2.1.1, this task wants the candidate to think about what method would best produce evidence of student learning and allow the candidate to collect this data. So, it is the type of assessment that is chosen to produce the best data. An example would be: A teacher wants to assess the students’ ability play and understand the rules of basketball. Here the assessment/data collection method that would be best would be a performance assessment rather than a paper and pencil test. Again in 2.2.2, this task is asking you if you would make any modifications to this data-collection method. In other words were you able to assess and collect the data that you intended to collect by this chosen method.*

**Q: Are the Focus Students’ work samples supposed to be what they produce as a result of the modifications in the assessment?**

*A: Yes.*

**Q: What should our baseline data document look like? What does it consist of?**

*A: This artifact will look different based on the context of the lesson you have chosen to assess. This document should depict where the student are at the very beginning in relation to the goals selected. Based on the MoPTA Glossary, provided for your use, you will find the definition of data needed for baseline purposes as information, facts, and statistics gathered to measure student learning. This information may include both quantitative data and qualitative data (e.g., anecdotal notes).*

**Q: Is the baseline data document the pre-test that we administer to our students?**

*A: Correct.*

**Q: Can the pre and post test be identical so that it measures accurate data?**

*A: Yes.*

**Q: Do my two focus students for Task 2 need to be 1 high student and 1 low student? Or can I have one student focused on fluency and the other on phonics?**

*A: This needs to be different learning needs.*

**Q: For Task 2, I have 5 questions for both the pre and post test. Should I have a graph comparing both the pre test and post test for each question?**

*A: You will need representative pages of the selected assessment (maximum of 2 pages).*

**Specific to Task 3:**

**Q: Is it ok for my lesson plan to be 3 days, since we only have 45 minute classes?**

*A: Yes, your lesson plan may span across more than one day – many lesson plans do, depending on the time requirements/constraints and the amount of teaching and learning that must go into the particular lesson. The key is that it is indeed a lesson plan with a focused learning goal(s), instructional strategies, learning activities, and materials and resources. This should not be a multiple lesson plan or a unit plan.*

**Q: The provided lesson plan template we can choose to use (posted on Sakai) is 4 pages alone. However, the artifact we upload for Task 3 on ETS says the “representative pages of your lesson plan” can only be a maximum of 2 pages. How is that possible if the template alone is 4 pages?**

*A: The key term is “representative.” The teacher candidate should submit a maximum of 2 representative pages of their lesson plan – not everything in it needs to be submitted. The responses to the prompts within the Written Commentary will provide other corroborating evidence of an effective lesson plan.*

**Q: The provided lesson plan template asks me to provide Standards/Quality Indicators/Skills for the lesson. Is this section referring to both the standards that my math lesson addresses (according to Common Core) and ALL the standards (#1-9) and related indicators that I am getting graded on based on the “Teacher Candidate Formative Assessment” scoring guide?**

*A: This section is only referring to the student academic content standard(s) , such as the Common Core or NGSS, addressed in your lesson.*

**Q: For Task 3, what prompt do we link the work from the non focus students?**

*A: Your artifacts need to be uploaded to your Library of Artifacts and then the artifacts will be available for linking to any task response.*

**Q: We have to have a representative page of a differentiated lesson plan for focus student 1 & 2 (max of 1 page each). Does this mean we have to create 2 entirely new lesson plans for each focus student? Or, do we just need to tweak the lesson plan in a manner that fits the differing needs of the 2 focus students?**

*A: You just need to tweak, re-write, or substitute for the portions of the lesson plan you have developed/adapted for the whole class that meet the learning needs of your two Focus Students. There is no need to create an entirely new lesson plan. Just make sure that your differentiated lesson plan addresses the learning needs of the 2 Focus Students via the learning goal(s) of the lesson.*

**Q: What is the teacher instructional artifact referring to (textbox 3.3.1)?**

*A: A teacher instructional artifact referred to would be something that the teacher prepared ahead and then used during the lesson that connects to the learning goal(s) of the lesson to move student learning forward; e.g., a student worksheet, a quiz, a rubric, a sample response from a previous student.*

**Q: The Work Samples submitted as artifacts seem to be a form of assessment that provides evidence of student learning, right? How much information about the assessment should students include?**

*A: The student work samples that you submit can be a form of assessment but need not be. They could also be such things as notes from a small-group scientific investigation, a paragraph of persuasive writing, the outline of a 3-D art work, or a description of the 5 Platonic solids. And, yes, the key is to provide evidence of student learning related to the learning goal(s) for the lesson.*

**Q: Can you be more explicit about the distinction between instructional strategies and learning activities?**

*A: Instructional strategies are approaches used by the teacher candidate in the classroom to best meet the learning goal(s) and needs of the students and to engage them in the content – basically, instructional strategies are things the teacher does during instruction to actively engage students with the content; e.g., setting up learning stations around the classroom or arranging for a think/pair/share. Learning activities are experiences provided to students that support and facilitate their learning – basically, learning activities are things the students do during an instructional experience to move their learning forward; e.g., evaluating a peer’s work using a rubric or arguing with evidence during a whole-class discussion.*

**Q: Can you be more explicit about the distinction between materials and resources?**

*A: Materials are the spectrum of educational materials that teacher candidates use in the classroom to support specific learning goals, as set out in [lesson plans](#); e.g., copies of a scientific journal article or pastel paints. Resources are tools and personnel used by the*

*teacher candidate to provide additional support to meet the learning goal(s) and needs of the students; e.g., a local weatherman coming into the classroom to discuss weather patterns or a computer simulation.*

**Q: Does our lesson plan have to be the MoPTA formatted lesson plans that are on the site?**

*A: No – candidates may submit a plan of their own.*

**Other Questions Concerning MoPTA:**

**Q: What information do you want on the differentiation and instructional artifact?**

*A: This would be something that the teacher prepared ahead of time and used during the lesson that connects to the learning goals of the lesson to move student learning forward. Differentiation should demonstrate HOW you differentiated your instruction during this process.*

**Q: What do we do with the competency profile? Where is it uploaded?**

*A: This is used to guide a teacher candidate through a continuous learning process. This will help to identify individual needs and the district's needs, and determine how these needs can align in a way to improve student achievement and promote continuing professional growth. You will download a Microsoft Word version of the Professional Competency Profile from the MoPTA pages of the web site and transfer your final plan to the form. When you are finished, you will print the form, get the required signatures, and submit the form to your EPP instructor.*

**Q: Do I need permission forms only for my target students, or for all students that I work with? What if I am not using their work or descriptions of them on the MoPTA?**

*A: They are required of every student whose work is submitted and/or who appears in the video or photographs.*

**Q: Do we need permission forms if the names are blacked out?**

*A: You are not to black out the names on the permission forms.*

**Q: What are the adult permission forms for?**

*A: These are for students over the age of 18. You will need their permission to use their work.*

**Q: Do we need permission forms for every student? Even the ones whose work we do not use?**

*A: You just need permission work from the student(s) whose work you are submitting.*

**Q: If I have sent out permission forms multiple times and am not receiving them back, will that be held against me?**

*A: You may not use a student's work without a permission form. You will need to use work from the student whom you received permission for.*

**Q: In completion of the whole class graphs reflecting how students did on assessments, can we include all student data without a permission slip? Thus, the only permission slips required would be for those students whose individual work is submitted as a sample?**

*A: As long as the data is not identifiable and can be traced back to a particular student or group of students, you would not need one. Yes, if is individual samples, a permission slip is necessary.*

**Q: My students are on the DLM Essential Element Standards. Is it OK that I list those standards instead of CCSS?**

*A: No, you need to fit those into CCSS. Missouri standards are the ones that students need to write to.*

**Q: For the content area, do I select the major I am in or what area I am teaching in?**

*A: Since this is evidence-based and a performance assessment with actual students, you will need to select the area you are actually student teaching in.*

**Q: Can candidates use worksheets and artifacts that they did not create?**

*A: Each of the four tasks need to be constructed during you clinical experience and focus on areas of planning and teaching.*